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ABSTRACT

To investigate the fundamental cultural values and political attitudes of communications students at the beginning of their professional education, and to compare the differing attitudes of students in advertising, print and broadcast journalism, telecommunications, and public relations, a study surveyed journalism and communications students at four universities--Pennsylvania State University, The University of Minnesota, California State University at Fullerton, and Louisiana State University. A total of 734 usable questionnaires were completed. Those students from mass communications, business, and marketing were excluded, and the remaining 585 responses were analyzed. Students responded to 18 statements on various issues such as pollution, disarmament, and homosexuality, rating them on a Likert-like scale. In addition, students were asked to rank order 16 occupations on the basis of respect for the profession. An additional 11 Likert-like items probed life ambitions. Results revealed that: (1) advertising students were primarily motivated by a desire for material success; (2) print journalism students were motivated by a desire to write; (3) public relations students indicated extreme discomfort with creative work (including writing); (4) telecommunications students seemed more interested in a secure career in the creative arts than in political involvement; and (5) broadcast journalists were more conservative than other majors on questions of abortion, premarital sex, gay rights, and marijuana. (Five tables of data are included.) (MM)

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Student Values and Professional Self-Selection

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Student Values and Professional Self-Selection

Introduction

Typically attached to the various communications professions are beliefs about the social values -- the ethics and attitudes -- of their members. Advertising and public relations practitioners are often characterized as less altruistic[1] or even less honest[2] than journalists. These perceptions have been shown to be held by the public at large[3], members of the professions themselves[4], and students preparing to go into these occupations[5].

This latter group is of special interest to communications educators and media scholars. The question of the relationship between the values and cultural attitudes of communications students and the congruence of these values with the perceived values of the different professions has been the subject of a number of studies.[6] Such research is important for it sheds light on the motivations and social orientations of students -- information useful to educators -- and it provides a better understanding of the process of professional socialization -- the process by which the values and norms of the various communications professions come to be created, modified and maintained.

This study was conducted to investigate the fundamental cultural values and political attitudes of communications students at the beginning of their professional education. The goals were, first, to compare the differing attitudes of students

in advertising, print and broadcast journalism, telecommunications and public relations and, second, to begin building "value profiles" of students in these different majors at the start of their professional academic socialization.

Review of the Literature

Prior research in this area has been spotty, varying in type and quantity across professions. Motives and attitudes of print journalism students have been studied for at least 30 years[7]. Literature on advertising and public relations students is available but begins more recently.[8] Studies of broadcast journalism and telecommunications students are practically non-existent. Often, the literature focuses on the motives that students have for going into a particular profession or the perceptions those students have about the social usefulness, prestige, honesty, etc., of the profession they've chosen.

Print journalism students, for example, appear to choose their career directions at an earlier age than other communications students[9]. Work on a high school newspaper plays an important role in this, but the dominant motivating factor appears to be a desire to write.[10]

Advertising and public relations students choose careers later in their educational program, presumably because they don't have the same high school opportunities as do journalism students. Job opportunity has been cited as an important

motivating factor in their career choice.[11] Similar motives have been attributed to radio-television majors.[12] Prin t journalism students perceive the profession as low-paying but more socially useful[13] and ethical[14] than advertising or public relations. Advertising and public relations students seem to share these perceptions, although they may see their professional counterparts as having greater prestige in the community.[15] According to Surlin, advertising students in particular believe that they will have to sacrifice something of their honesty and ethics to be successful in the business.[16] Less is known about the basic political attitudes of these students. Schwartz reported journalism graduate students placing greater importance on the development of a meaningful philosophy life than on maintaining a given job.[17] But measures of political ideology have been taken only indirectly. A desire to be socially useful (corresponding to the received notions of professionalism) has been expressed by journalism students[18]. Alternatively, Surlin found advertising and public relations students to have higher scores on tests of fatalism and authoritarianism than did journalism students and suggested from the psychological literature a link between low scores and lack of ethical commitment.[19] Larkin found advertising students to be less committed to traditional social interpretations of ethical values.[20]

Both the general study of professional socialization and the existing literature on communications students suggest some

congruence between students' values and the perceived values of the profession. Depending on the strength and nature of this self-selection phenomenon, one might expect a number of ideological differences between communication majors:

Print journalism students should, relative to other groups, be more interested in writing and less interested in monetary success. They should be more altruistic and perhaps, resultantly, more socially and politically liberal.

Advertising students should be most interested in job security and monetary reward, politically and socially more conservative and perhaps more cynical.

Public relations students seem to be less easy to characterize. They seem, both as professions and students, to stand somewhere between the journalists and advertisers in terms of goals, perceptions and values.

Telecommunications and broadcast journalism students are virtually impossible to characterize at this point given the lack of study of either student or professional values, although one might expect some parallels between the print and broadcast journalism students. In any event, work in this area is exploratory.

All groups were expected to report greater relative respect for their intended occupations. Journalism might rate slightly higher across all groups, however, and advertising slightly lower.

Method

While the studies cited above are indicative, they are plagued with a variety of problems. Many lack sufficient sample size to be widely generalizable, some reporting data from less than two dozen cases.[21] In some studies there has been a lack of distinction between majors, with groups labeled "journalism students" including both advertising and public relations majors[22]; sometimes advertising and p.r. majors are mixed together as a single group.[23] Neither telecommunications nor broadcast journalism students are normally distinguished. Finally, the studies do not discriminate among grade levels, thereby missing the possible effects of professional socialization that might take place as students move through a sequence of courses. (The one exception to this is Bowers[24], who found journalism students more likely to see journalism as more socially useful as they advanced in their coursework.) The study reported here was designed to avoid these shortcomings

Subjects were drawn from schools of journalism or communications at four geographically disparate institutions: Pennsylvania State University, The University of Minnesota, California State University at Fullerton and Louisiana State University. A two-page questionnaire was administered in introductory-level courses. In these, as in most schools, the majors are sequenced and, in order to catch students at the outset of their professional education, only first-level skills

courses and intro survey courses were used in data collection. A total of 734 usable questionnaires were completed.

In addition to demographic variables, information was gathered on class standing, major, and intended occupation. Students were asked to rate their political position on a five-point scale from far left to far right.

They were also asked to rank order 16 occupations on the basis of respect for the profession. Group means (by major) were computed for each occupation and the professions ranked on the basis of the means.

Information on values was gathered using five-point Likert-type items selected from the survey instrument used by the Cooperative Institutional Research Program's (CIRP) survey of college freshman, a national survey conducted annually since 1966.[25] Using the "strongly agree to strongly disagree" format, students were given statements such as "Federal spending on the military should be increased," "Abortion should be legalized," and "In business, a person can't always be honest and successful too." Eighteen statements covering issues such as pollution, disarmament, taxes, women's rights, homosexuality, marijuana and situational ethics, were posed.

An additional eleven items drawn from the CIRP survey probed life ambitions. Students were asked, on a five-point scale, the degree of importance (very important to not important) of such things as "achieving a secure and affluent life style",

"influencing social values," "writing original works" and "developing a meaningful philosophy of life."

Factor analysis of the "value" items and the "ambitions" items revealed six underlying dimensions to the former and four to the latter. Items loading most heavily on the relevant factors were summed to create 11 orientation scales. These scales and their reliability coefficients, plus the associated items and their loading values are listed in Table 1. Some of the scales proved more powerful than others; in all cases, differences on the individual items also were compared and, when germane, reported.

Table 1[a]

Ambition Scales[d]

Monetary Success - (reliability, alpha=.78)
- Achieving a secure and affluent lifestyle (.836)
- Being well off financially (.859)
- Being successful in business (.803)

Creative Success - (alpha=.70)
- Becoming accomplished in one of the arts (.742)
- Writing original works (.734)
- Creating artistic work (.855)

Social Activism - (alpha=.55)
- Influencing the political structure (.799)
- Influencing social values (.833)
- Developing a meaningful philosophy of life (.448)

Nurturing - (alpha=.38)
- Helping others who are in difficulty (.710)
- Raising a family (.816)

Value Scales

Political-Economic Values - (reliability, alpha=.49)
- Federal spending on military should be increased[b] (-.638)
- Fed. gov't not doing enough to promote disarmament (.645)
- Taxes should be raised to reduce deficit (.475)
- Wealthy should pay more taxes (.552)

Social Values: Liberal - (alpha=.53)
- Abortion should be legalized[c] (.733)
- Couples should live together before marrying (.723)
- Marijuana should be legalized (.574)

Social values: Conservative - (alpha=.47)
  Activities of married women are best kept to the home (.733)
  Laws banning homosexual relationships are important (.579)
  Censorship of extremists on campus is okay (.563)
Government Regulation - (alpha=.39)
  Gov't should do more to control pollution (.649)
  Gov't should do more to protect consumer (.818)
Cynicism - (alpha=.44)
  Chief benefit of college is to increase earning power (.713)
  There's little one can do to change society (.737)
Honesty - (alpha=.41)
  In business, you can't be honest & successful (.580)
  Better humble & honest than important & dishonest[b] (-.669)

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[a] Principal components extraction, varimax rotation.
[b] Item values were reversed for scale construction.
[c] It was recognized that abortion is generally legal and the item is a dated one, but it probed an important value, and only three respondents commented on it.
[d] The wording of individual items is abbreviated. Interested parties may contact the author for a copy of the full questionnaire.

Data from all the measures were used to construct demographic and value profiles of the different groups, and group scores on the dependent variables were compared. Sex and school (geographic location) were examined for possible interaction effects.

Results

Demographics

Of 734 usable questionnaires, 149 (20.2%) came from "mass comm," or business, marketing and other non-communications majors. These were not included in the analysis. Table 2 shows the breakdown, by major and sex, of the remaining 585 majors.

Table 2
Major by Gender

	Adv.	Prnt	TeleCm	PR	BJ	Total
Male	74(34.9)[a]	47(38.5)	53(46.5)	13(20.3)	24(34.3)	211
Female	140(65.1)	75(61.5)	61(53.5)	51(79.7)	46(65.7)	374
Total	215	122	114	64	70	585

([a]Column percent)

Overall, women constituted about 64 percent of the sample. Women are the majority in all the majors, accounting for more than 53 percent in telecom and nearly 80 percent in public relations.

About 12 percent of the sample came from LSU, 41 percent from PSU, 22 percent from Minnesota, and 25 percent from CSUF. Advertising and journalism students distributed rather evenly over the universities. Telecommunication students came primarily from PSU and CSUF; PR students came from all but LSU.

As was expected, given the introductory nature of the courses in which the survey was administered, only about 20 percent of the students were seniors; 45 percent were juniors, 30 percent sophomores and 5 percent freshmen.

Professional Rankings

As indicated in Table 3, the traditionally respected professions ranked highest among the students; laborers and politicians were respected least. In the middle were the communications professions. Each group tended to rate its

profession higher than the other communications professions and higher than the other majors rated it. The print journalists thought most highly of themselves, but placed best among the other majors as well. The students with the least respect among all groups, including themselves, were the public relations majors. Advertising fared slightly better.

Table 3
Respect of Professions by Major

	Adv	Prnt	Tele	PR	BJ
Physician	1	1	1	1	1
Clergy	2	2	2	3	2
Lawyer	3	8	3	2	4
Police	5	6	4	5	3
Engineer	4	7	5	4	9
H.S. Teacher	8	3	6	6	5
Architect	7	9	8	7	10
Farmer	9	5	11	9	8
N.P. Reporter	10	4	10	11	7
TV Reporter	11	10	9	13	6
Filmmaker	12	11	7	12	11
Advertising	6	14	12	10	13
Public Rel.	13	15	14	8	14
Electrician	14	12	13	14	12
Carpenter	15	13	15	15	15
Politician	15	16	16	16	16

Interestingly, the journalists, especially in print, ranked the public relations and advertising professions very low. This lack of respect was not returned in the same degree, although the broadcast journalists tended to be ranked slightly lower than the print journalists by all groups. Journalists also appear to have a greater feeling for the less well-paying service occupation of

teacher than do the other majors, presumably an empathetic impulse.

Ambitions

Of all the scales, both for ambitions and values, the majors most clearly distinguished themselves in the importance to which they assigned material success and in their relative affinities for creative work. Table 4 shows anova results for the ambitions scales. (The lower the number, the greater the importance attached to that value).

Table 4
Means for Ambition Scales by Major

	Adv	Prnt	Telcm	PR	BJ	All	Max[b]	F	Sig.
Success	4.89[a]	7.25*	5.62[a]	5.61	5.54	5.68	15	20.9	.000
Create	8.51[a]	7.40[a]	7.97	10.14*	8.60	8.36	15	8.9	.000
Activism	7.74	7.19	7.84	7.28	7.44	7.56	15	1.9	.103
Nurture	3.84	3.92	3.78	3.62	4.11	3.85	10	1.1	.354

*Sig. diff. with all other groups.
[a]Matched letter pairs indicated sig. diff. at .05 level, Tukey-B comparisons.
[b]Maximum value for that scale.

Success. All majors attached some importance to financial success. Print journalists, however, were significantly less interested than every other group in achieving affluence, falling close to a "neutral" position on the summed scale of importance. Being materially successful was most important to the advertising students. Telecommunications students, and to a lesser extent public relations students, were significantly less materialistic

than the advertising students and significantly more materialistic than the print journalists. Interestingly, the broadcast journalists were second only to advertising students in their desire for prosperity. On at least one measure -- the importance of being well off financially -- they placed first, with a mean of 1.58, compared to 1.62 for advertisers and 2.24 for print journalists, although only the journalism students were significantly different. These differences were not significantly affected by either gender or school, although women and CSUF students were somewhat more materialistic than their companion groups.

Creative Interests. No group expressed exceptionally strong creative ambitions. Print journalists ranked highest on this scale, primarily because of their strong interest in writing, a measure on which they were significantly different from the other majors. One of the most dramatic and surprising findings of the study was the degree to which public relations students disliked all the proffered forms of creative work. This difference was stronger than any other measure taken in the study and distinguished the p.r. students from all other groups. Advertising and broadcast journalism students fell between these extremes, although advertisers were more likely to prefer creating artistic work and broadcast journalism students preferred writing. Telecommunications students rated higher on

the scale due primarily to their desire to do artistic work. The differences were not influenced by gender or school.

Social Activism. As Table 4 indicates, there were no significant differences among the majors on overall desire to become socially active, and no strong expression of its general importance. For all but the print journalism students, financial success was more important. All the majors rated 'developing a meaningful philosophy of life' as important (x=1.97), but there were no significant differences among them. Only the political activism measure distinguished the groups; print journalism students (x=2.86) were somewhat more likely than the advertising (x=3.29) and telecom students (x=3.25) to express interest ($p < .05$). There was some indication that school might play a small role in influencing this scale (F=2.42, sig.=.037)[26], with LSU students expressing strongest interest (x=7.06) and PSU weakest (x=7.86).

Nurturing. All groups expressed an interest in raising a family (x=1.84) and helping others in difficulty (x=2.02). There were no significant differences on either the individual or the summed measures. Stronger influence on the summed scale was exerted by both gender (F=5.357, sig.=.021) and school (F=2.7, sig.=.045). Women scored higher than men (3.74 and 4.07 respectively). PSU and LSU students scored higher than Minnesota and CSUF students.

Values

The differences among majors were not as sharp in the measures of social and political values as they were in the measures of ambitions. In a number of areas, including political orientation, there were some distinctions, however. The political orientation scale ("Politics") and the value scale means are presented in Table 5. (For the first five items, low scores indicate a relatively more 'liberal' position.)

Politics. All majors fell somewhere between the liberal and middle-of-the-road points on the scale. Print journalism students were the most liberal and advertising students the least liberal; they were the only significantly different pair.

Political-Economic Values. This is one of the most complex measures, encompassing attitudes on military spending, arms control, and taxes. Lows scores indicated a more traditionally liberal agenda. All majors scored in the 'neutral' middle range, with print journalism students again showing the relatively greater liberal leanings and advertising students the more conservative tendency. They were the only significantly different pair. Generally, all majors tended to agree that military spending should not be increased ($x=2.0$), the government should do more to promote arms control ($x=2.36$), and the wealthy should pay more taxes ($x=2.47$); advertising students were the least liberal and print journalism and telecommunications students the

most liberal on these items. Students did not want taxes raised, however, to reduce the deficit (x=3.64). This measure was also influenced by school (F=5.989, sig.=.001); Minnesota students were the most liberal (x=9.58) and LSU students the most conservative (x=11.01).

Table 5
Political Orientation and Value Scale Means
By Major

	Adv	Prnt	Telcm	PR	BJ	All	Max[c]	F	Sig.
Politics	2.92[a]	2.67[a]	2.84	2.86	2.72	2.82	5	2.88	.035
Poli-Econ	11.06[a]	9.92[a]	10.37	10.26	10.13	10.49	20	4.02	.003
Liberal	8.91	8.80	8.52	8.56	8.96	8.78	15	.51	.72
Cnsvrt	12.25	12.72	12.17	12.89	12.12	12.39	15	1.98	.095
Gov	5.14[a]	4.78	4.60[ab]	5.25[b]	5.04	4.96	10	3.59	.006
Cynic	6.69	7.07	7.05	6.98	6.81	6.89	10	1.12	.343
Honest	7.95	8.14	7.87	7.85	7.87	7.95	10	.51	.727

[ab]Matched letter pairs indicated sig. diff. at .05 level, Tukey-B comparisons.
[c]Maximum value for that scale.

Liberal Social Values. Students neither agreed nor disagreed strongly with the set of liberal social values. They tended to be just a bit right of center, expressing mildly liberal attitudes on pre-marital sexual relationships (x=2.88) and abortion (x=2.38), but some opposition to legalizing marijuana (x=3.52). There were no significant differences among any of the independent variables.

Conservative Social Values. There was general, strong opposition to the items expressing traditional conservative social values. Broadcast journalism and telecommunications students were least likely to disagree with these values, but there were no significant differences among the majors. Interestingly, there were strong differences between men and women (F=34.97, sig.=.0000). This was, unsurprisingly, most pronounced on the item dealing with the role of women, but women also expressed a significantly more liberal position on the treatment of gays (males=3.38, females=3.80; F=13.43, sig.=.0000).

Government Regulation. Low scores on this scale indicated a desire for government to be more activistic in protecting the environment and consumer rights. Whether it measures underlying libertarian attitudes toward government or protectionist attitudes toward business (or a combination) is difficult to say using this data. As a whole, the students did not lean heavily in either direction, but there were significantly different tendencies among the majors. Telecommunications students were most interventionist, followed closely by print journalism majors. Public relations students were most protectionistic. There were no significant differences by gender or school.

Cynicism/Fatalism. Low scores on this scale indicated greater agreement that the primary value of an education is an increase in earning power and that there's little a person can do to

change the world. There was moderate overall disagreement here. Advertising students were more likely to agree with the items, but not significantly so.

Honesty. Lows scores on this scale indicated an individual in business couldn't be both honest and successful and perhaps shouldn't try to be. There was strong, uniform disagreement with these attitudes. There were no significant differences among majors, but sex and school did appear to influence scores. Men (x=7.76) scored lower than women (x=8.1)(F=6.55, sig.=.01), and PSU students (x=7.61) scored lower by at least .5 than did students from other schools (F=6.43, sig.=.001).

Profiles of Majors

Advertising. Advertising students appear motivated primarily by a desire for material success. They have something of an artistic inclination, but this is not strongly pronounced. They tend to be more politically conservative than other communications majors, but place less importance on political involvement. While they are not particularly liberal on social issues such as abortion or the legalization of marijuana, neither are they consistently more conservative than other majors.

This data tends to parallel the findings of other researchers and, to some extent, lends support to popular readings of advertiser motivations. On the other hand, the advertising students did not seem more cynical or more prepared

to compromise their ethics than did the other majors, In fact, they were the least likely to agree that business people had to sacrifice honesty for success (although group differences were not statistically significant).

It should also be kept in mind that these cross-major comparisons may be relatively narrow; there was some indication that the advertising students were less materialistic than some students outside communications. A group of about 50 business majors, mostly from PSU advertising classes, were captured in this study. Preliminary analysis of their scores suggested they were significantly more materialistic, conservative and cynical that even the advertising students.

Print Journalism. Students in print journalism, as the previous literature suggests, seemed highly motivated by a desire to write and tended to place relatively less importance on material success. They were somewhat more politically liberal than the other majors, although not radically so. Overall, they were somewhere between liberal and middle-of-the-road, mirroring the reported political leanings of the profession.[27]

Overall, they tended to be moderately liberal on social values, but not more so than the other majors. Interestingly, they scored more conservatively on social issues affecting women. While the differences were not statistically significant, print journalists were the least liberal on questions of abortion and a woman's traditional social role. While such attitudes might reflect the views of the stereotypical, 50-year-old male, city

editor, they were counter-intuitive coming from a group that is 61 percent female.

Finally, the print students in this sample already had developed an antipathy -- or at least a great lack of respect-- for the advertising and public relations professions.

Public Relations. Public relations majors, along with the telecomm and broadcast journalism groups, are more difficult to characterize than are the advertising and print journalism students. In terms of attitudes and values, these three groups often fell somewhere between the print and advertising extremes. Public relations students were interested in financial success, but as with their political positions, they were on the middle ground relative to advertising and print.

One of the most striking features of the major was the extreme discomfort the students appeared to have with creative work, including writing.

Two other characteristics are of note. PR students were significantly more protectionistic of business (on measures of consumer protection and pollution control) than the other groups. They were also somewhat more liberal than the other groups on social issues relevant to women, such as abortion and the social role of women. This is unsurprising given that 80 percent of the group were women. They also scored highest on the importance of raising a family.

Telecommunications. Telecommunications students were comparable to public relations students in the importance they

attached to financial success. And although print students scored highest in 'importance of writing,' telecomm students scored highest in the other creative processes, presumably because of their interest in film and video production.

Politically they were similar to PR students, just slightly left of center. Like advertising students they tended not to be strongly interested in influencing social or political values, but they were the most supportive of government regulation of consumer products and pollution. Their scores on the social values items are the most intriguing part of their profile. They ranked as most liberal on the liberal values scale, but they also ranked as relatively conservative (compared with the other majors) on the conservative scale. Relative to most other majors, they were less supportive of free speech on campus and gay rights, but more supportive of liberalized marijuana and abortion laws.

Overall, telecomm students may simply be more interested in a secure career in the creative arts than in political involvement or the generation of wealth. Significantly more research needs to be done on this group.

Broadcast Journalists. Many of the expected similarities between print and broadcast journalists did not appear. In fact, in some ways, broadcast journalists more strongly resembled the other majors. They were second only to advertising, and significantly different from print, in the importance they attached to financial success. In the areas of writing, political

involvement and political orientation they were closer to the print majors than to the other groups, but were still less liberal, less interested in involvement and less fond of writing than print students.

With respect to social values, they ranked as least liberal on the liberal scale and most conservative on the conservative scale. (Again, these differences were not statistically different, but the directionality seems sufficiently interesting to report). They were, relative to most of the other majors, more conservative on questions of abortion, premarital sex, gay rights and marijuana. They were also more likely than the other majors to agree that the primary benefit of college is to increase earning power.

Conclusions

Individual self-selection is an old and important concept in the study of professional socialization[28], and one can see it demonstrated in this study. Fundamental social and political values are forged early in life and students select careers based, in part, on their established, life values.

Professional socialization is not, however, a calcified, lock-step process. It is the product of social interaction and as such provides for evolutionary change in professional norms. The values of a profession may be modified in a number of ways, including the introduction of new members. The process by which professional values are created, maintained and modified raises a

variety of questions about the interaction of communication students, teachers and professionals, including questions about what sorts of attitudes students bring with them to a profession and what they are given in class and on the job.

This study suggests the existence of certain congruencies between popularly perceived professional values and the values of students at the start of their professional education. But it also suggests some interesting differences.

While public relations students, for example, appear protectionistic of business -- their future employment area-- they also seem averse to writing. This may imply a desire to go right into management, but the road to management often leads through employee publications. Both professionals and educators might want to further explore this potential problem.

Advertising students, while motivated largely by a drive for material success still appear less materialistic and perhaps more ethical than the small sample of business students captured in this study. This may have implications for those involved in the debate over whether advertising and public relations should locate their educational homes in communications or business schools.

Finally, the motives and values of broadcast journalism students in this sample raise a number of unsettling questions about the current and future nature of professional norms in television and radio news. Both educators and professionals may want to consider closely the implications of these findings.

Obviously, this study is only a beginning. Future studies need to look closely at each major and at each step in the interactive process of professional socialization.

Endnotes

1. See, for example: Oguz Nayman, Blaine K. McKee and Dan Littimore, "PR Personnel and Print Journalists: A Comparison of Professionalism," Journalism Quarterly, 54(3):492-97 (1977); Ronald Rotenberg, Pierre Poirier and Jean Tremblay, "A Decade After 'The Permissible Lie': Have Things in the Ad Business Really Changed?" Journal of Consumer Affairs, 12:170-75(1978).

2. See, for example: The Gallup Poll, August 15, 1985, pp. 191-93 (Survey #255-G); Jules Henry, Culture Against Man (New York: Random House, 1963); Dennis Jeffers, "Performance Expectations as a Measure of Relative Status of News and PR People," Journalism Quarterly, 54:305 (1977).

3. Gallup, ibid.

4. See, for example: Vincent Norris, "Toward A Social Control in the Advertising Agency," Journal of Advertising, 12:32-33 (1983); Lillian Lodge Kopenhaver, "Aligning Values of Practitioners and Journalists," Public Relations Review, Summer 1985, pp. 34-42.

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10. Bowers op cit.; Del Brinkman and Donald Jugenheimer, "Simple Project Tells Why Students Choose Journalism," Journalism Educator, April 1977, p. 45.

11. Brinkman, op. cit.,

12. Ibid.

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14. Kopenhaver, op. cit.

15. Smith, op. cit.

16. Surlin, op. cit.

17. Schwartz, op. cit.

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21. See, for example: Larkin, op.cit. (24 subjects); Schwartz, op. cit. (16 students).

22. See, for example: Bowers, op.cit.

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24. Bowers, op. cit.

25. Use of these questions may also be useful in subsequent secondary analysis and comparisons with the CIRP data.

26. Comparisons by sex and school indicated F values and significance levels of three-way anova: major X sex X school.

27. David Weaver and G. Cleveland Wilhoit, The American Journalist: A Portrait of U.S. News People and Their Work (Bloomington, Ind.: Indiana University Press, 1986) pp. 25-32.

28. Lee Sigelman, "Reporting the News: An Organizational Analysis," American Journal of Sociology, 79:139 (1973).